

*Family Support Partnership's Cross-Cultural Group's Mission Statement: Striving to ensure culturally sensitive and responsive interactions and materials to families being served within the Family Support Partnership by respecting and valuing each individual for their diverse traditions, cultures and languages.*

YOU ARE INVITED TO  
**CULTUROSITY**  
A CREATIVE DIVERSITY TRAINING  
WITH  
DR. CHIYUKI SHANNON



JULY 14<sup>TH</sup>, 2010  
8:30 AM-3:30 PM  
PIERCE COUNTY ENVIRONMENTAL BUILDING  
9854 64<sup>TH</sup> STREET W  
UNIVERSITY PLACE

LIGHT REFRESHMENTS IN THE MORNING &  
A CATERED LUNCH WILL BE PROVIDED  
PLEASE R.S.V.P. LINDA MINER BY JUNE 18TH  
[lminer@tpchd.org](mailto:lminer@tpchd.org)

DRESS COMFORTABLY. BRING WALKING CLOTHES AND SHOES AS WE  
WILL END THE DAY WITH AN OPTIONAL WALK (1:30-3:30) ALONG SCENIC  
CHAMBERS BAY



- 8:30am Registration and refreshments
- 8:55am Welcome
- 9:00am Dr. Chiyuki Shannon
- 10:00am Scheduled break
- 11:00am Scheduled break
- 12 -12:45 Lunch, provided by *Jonz Catering*
- 12:45-1:15 Closing remarks with Dr. Shannon
- 1:15-1:30 Wrap-up and Reflection instructions  
with Linda Miner
- 1:30-3:30 Reflection Walk around Chambers Bay  
Golf Course\*

\* bottled water and maps provided



July 14<sup>th</sup>, 2010  
Presented by FSP  
Cross-Cultural  
Team



# **A CREATIVE DIVERSITY WORKSHOP**

**For:**

**Pierce County Health Department**

**July 14, 2010**

**Presented by :**

**Chiyuki Shannon Ph.D.**

**The Multicentric Institute and Access Change Technologies, LLC**

# **A Creative Diversity Workshop**

**Course Category:** Creative Diversity

**Course Title:** Becoming More Human In the Diverse Workforce Community

**Course description:** Workforce diversity impacts everyone. This fact stresses the need for all employees to develop the ability to work effectively with persons who have a wide range of cultural differences. This course will educate participants on the topic of creative diversity, the significance of a diverse workforce, and the importance of respecting all employees and clients regardless of differences. They will learn workforce demographics and examine individual, organizational, and cultural values. Participants will also learn how these value differences affect efficiency and productivity in the workplace. Techniques on communication and problem solving skills that work across cultures will be emphasized.

**Topics to be covered:**

- Define creative diversity
- Different types of diversity
- Why creative diversity is important in the workforce
- What is a culture?
- Demographic picture of the state of Washington's workforce community

**Special requirements:** None

**Performance Objectives:**

*Upon completion of this course participants should be able to:*

- Understand the importance and meaning of creative diversity.
- Describe how creative diversity enhances the workplace and increases the need to become aware of and use different communication models to accomplish the work mission.
- Practice behaviors necessary to promote positive results from diverse perspectives.
- Develop and practice sensitivity to all dimensions of diversity present in the workplace.
- Identify and be aware of behaviors and language that stereotype.
- Know the current demographic picture of the state's workforce.

**Class Length:**

**Class Times:**

**Class Size:**

**Intended Audience:**

CONTENT OUTLINE	INTER-DISCIPLINARY INSTRUCTIONAL METHOD	ESTIMATED TIME	EXPECTED RESULTS/ LEARNER PERFORMANCE OBJECTIVES
<ul style="list-style-type: none"> <li>Objective:</li> </ul> <p>Understand the importance and meaning of creative diversity.</p>	<p>Lecture covering:</p> <ol style="list-style-type: none"> <li>1. Defining Diversity: Creative diversity and the dynamics of a changing diverse workforce.</li> <li>2. Perceptual Literacy Tools &amp; Skills for increasing productivity in the changing, dynamic workplace environment.</li> <li>3. Layered visual ecologies in the productive workplace.</li> </ol>	30 minutes	<p>Participants will learn 5 basic elements of understanding the importance and meaning of diversity by understanding creative diversity in the changing workplace environment:</p> <ol style="list-style-type: none"> <li>1. Moving away from stagnant perceptions of cultural diversity.</li> <li>2. Reconfiguring perceptions of diversity.</li> <li>3. Bringing an awareness of the various personal centers of diversity.</li> <li>4. Realizing and reducing the psychological stresses resulting from cultural fragmentation.</li> <li>5. Dynamic, creative diversity arises from an ecologically perceived, connected environment.</li> </ol>
<ul style="list-style-type: none"> <li>Objective:</li> </ul> <p>Describe how creative diversity enhances the workplace and increases the need to become aware of and use different communication models to accomplish the work mission</p>	<p>Group Discussion covering:</p> <ol style="list-style-type: none"> <li>1. Storytelling as a communication model to convey perceptual literacy in the workforce.</li> <li>2. Perceiving layered visual ecologies in the workplace.</li> <li>3. Communicating through multiple layers of sensitivity transmission: individual creative diversity in the dynamic, changing workplace environment</li> </ol>	20-30 minutes	<p>Participants will learn 5 basic elements for becoming aware of and for using different communication models to accomplish the work mission:</p> <ol style="list-style-type: none"> <li>1. Storytelling as a communication model for perceptual literacy.</li> <li>2. Perceiving layered visual ecologies in the workplace.</li> <li>3. Exploring one's own unique communication model of multiple layers of sensitivity transmission.</li> <li>4. Sharing communication models in team settings.</li> <li>5. Utilizing communication models in teams to accomplish the agency mission.</li> </ol>
	<p>Storytelling:</p> <p>Name Tag Exercise</p>	60 minutes	<p>Participants receive feedback on strengths and weaknesses.</p>

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<ul style="list-style-type: none"> <li>Objective:</li> </ul> <p>Practice behaviors necessary to promote positive results from diverse perspectives</p>	<p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Perceptual Literacy for creating a context of changing workforce dynamics.</li> <li>2. Perceptual exercises for working with inclusive concepts and integrative practices within the creative diversity, or richness of individual, ordinary everyday experiences.</li> <li>3. Perceptual information pick-up in the productive layered visual workplace ecology.</li> </ol>	30 minutes	<p>Participants will learn 5 basic elements for practicing behaviors necessary to promote positive results from diverse perspectives:</p> <ol style="list-style-type: none"> <li>1. Define perceptual literacy.</li> <li>2. Describe perceptual exercises</li> <li>3. Become aware of the richness of individual ordinary experience.</li> <li>4. Utilize the richness of individual diversity in team settings.</li> <li>5. Apply individual worldviews in team settings to accomplish the work mission.</li> </ol>
<ul style="list-style-type: none"> <li>Objective:</li> </ul> <p>Develop and practice sensitivity to all dimensions of diversity present In the workplace</p>	<p>Group Discussion:</p> <ol style="list-style-type: none"> <li>1. Multiple levels of sensitivity transmission.</li> <li>2. Developing awareness of one's own multiple levels of sensitivity.</li> <li>3. Transmission of multiple levels of sensitivity for workplace productivity.</li> </ol> <p>Role play: Societal "Isms" exercise</p>	<p>20-30 minutes</p> <p>60 minutes</p>	<p>Participant will learn 5 basic elements to develop and practice sensitivity to all dimensions of diversity present in the workplace:</p> <ol style="list-style-type: none"> <li>1. Describe multiple levels of sensitivity transmission in the diverse workplace ecology.</li> <li>2. Get practice for perceiving in the context of multiple layers of sensitivity transmission.</li> <li>3. Increase awareness of the experience of one's own multiple layers of sensitivity transmission.</li> <li>4. Ability to apply information gained through multiple levels of sensitivity transmission in team settings.</li> <li>5. Understand the value of sensitivity through multiple levels for the agency bottom line.</li> </ol> <p>Participants receive feedback on strengths and weaknesses.</p>



CONTENT OUTLINE	INTER-DISPLINARY INSTRUCTIONAL METHOD	ESTIMATED TIME	EXPECTED RESULTS/ LEARNER PERFORMANCE OBJECTIVES
<ul style="list-style-type: none"> <li>Objective:</li> </ul> <p>Identify and be aware of behavior and language that stereotype</p>	<p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Tacit behavior: Behavior that is "below the surface" of the ordinary, seen, physical world in the everyday ordinary workplace environment.</li> <li>2. Emergent behavior: Behavior emerging "onto the surface" of the ordinary, seen, physical workforce ecology.</li> <li>3. "Languaging" tacit, emergent behavior: Putting words to experience to support and encourage workplace productivity.</li> </ol>	<p>30 minutes</p>	<p>Participant will learn 5 basic elements to identify and be aware of behavior and language that stereotype:</p> <ol style="list-style-type: none"> <li>1. Define tacit behavior</li> <li>2. Describe situations where tacit behaviors occurred.</li> <li>3. Define emergent behavior</li> <li>4. Describe situations where emergent behaviors occur.</li> <li>5. Utilize tacit, emergent behavior information to support and accomplish individual, team, and agency mission.</li> </ol>
<ul style="list-style-type: none"> <li>Objective:</li> </ul> <p>Know the current demographic picture of the state's workforce</p>	<p>Group Discussion:</p> <ol style="list-style-type: none"> <li>1. State of Washington population forecasts.</li> <li>2. "The state of Washington is a place where all individuals are respected for their unique qualities."</li> <li>3. The richness of our state's diverse cultures is valued by all citizens and promoted by the state."</li> </ol>	<p>20-30 minutes</p>	<p>Participant will learn 5 basic elements to understand and know the current demographic picture of the state's workforce:</p> <ol style="list-style-type: none"> <li>1." Individuals are respected for their unique qualities.</li> <li>2. All persons are encouraged to reach their full potential.</li> <li>3. The state's cultural environment is built on the values of fairness, mutual respect, understanding and cooperation.</li> <li>4. Creative innovations result from cooperative efforts of the diverse people of Washington in building communities, solving shared problems and thriving in the global marketplace." (Adapted from Washington State Executive Order 93-07)</li> </ol>
	<p>Role Play/Discussion: Creating Positive Outcomes (From "isms" to "çisms" exercise)</p>	<p>60 minutes</p>	<p>Participants receive feedback on strengths and weaknesses.</p>

Sample Course Materials:

“ISMS” Definition: The complex of institutional arrangements that restrict the life choices of persons based on perceptions of their race, sex, sexual orientation, age, marital status, disabilities, military status, political affiliation, etc..

In the sections below, list behaviors, both personal and institutional, that would be examples for each category.

	Active	Passive
_____ism		
Anti - _____ism		

The following is adapted from:

Stalking the Multicentric Ego: A Bricolage of Folk Improvisational Self-work  
Dissertation, The Union Institute, Cincinnati, Ohio, 2001, by Chiyuki Shannon.

Internship Supervisor: Dr. Ruben Marti, Department of Personnel, State of Washington.

Skill Building: Steps To Creative Cognition: Introduction To Creative Diversity;

### **From "isms" to "cisms"**

"So many things fail to interest us, simply because they don't find in us enough surfaces on which to live, and what we have to do is to increase the number of planes in our mind, so that a much larger number of themes can find a plane in it at the same time."

Ortega Y Gasset

Purpose: To create an experience to de-focus attention from the analytic mind and re-focus on the concrete world with creative cognition.

Process\*: "Isms" to "Cisms" exercise

Product: Get practice seeing ecologically with layered visual ecologies

Objective:

1. Examine the impact of Sociological Foundations of Multiculturalism (SFOM) on identity to increasingly reduce an expanded ego.
2. Practice skills for reading ecological wholes, engage sensory arrays.
3. Exercise developing dynamical observation skills for moving through the diversity geometric (of cognition).

\* Process:

This exercise has two parts:

Part I. From "Isms"...

Part II. ...to "Cisms"

Materials and supplies: large sheets of paper (like flip chart, or newsprint) box sets of color markers ( for each group); masking tape

#### **Part I. From "Isms"...**

2. Turn to a glossary or provide verbal definitions (such as sex-ism, race-ism, class-ism, able-ism, etc.) and saying these will be used for the "isms" in this exercise. Give each group a newsprint or flip chart paper, with instructions: write "active" and "passive" across the top of the paper (headings for two columns). Draw a line between the words going vertically down the page to divide the columns. Then draw a horizontal line midway across the page (there should now be four quadrants) on the far left of the top left quadrant, in vertical fashion, write one of the "isms" such as "race-ism". Next, on the far left side of the lower left quadrant, write "anti-race-ism" in vertical fashion. ( The sheet should have the two independent variables of "active" and

“passive” across the top; and two dependent variables of (in our example) “race-ism” and “anti-race-ism” down the left side.

3. A facilitator now demonstrates this exercise, by using one of the completed sheets, holding it in front of them, walks the participants through the quadrants, inviting verbal examples from participants first for the active quadrant such as: “Can someone give an example of active racism behavior in the workplace (or school, classroom, home etc. depending on the environmental conditions). Then the facilitator might nod or otherwise indicate that the example belongs inside the quadrant labeled “active” (by pointing to active). The facilitator can ask for additional examples, demonstrating that the idea is to fill up each quadrant with as many examples as possible before moving on to the upper right quadrant. The facilitator then goes through the routine for getting examples of “passive” “race-ism” (in the workplace) square. Next the facilitator moves down to the lower left quadrant and gets examples for the “active” “anti-racism” behavior in the workplace. At that point, ask if they get the idea, and then turn them to their teams to work on their various “isms” sheets, without providing the example routine for the lower right quadrant (which in our example here would be “passive” “anti-race-ism” behavior).

Assist teams if they need it. When some have finished, give them a break, while allowing others to finish.

Each team presents its work to the whole group. Acknowledge and applaud after each presentation. Do not invite comments or questions.

One of the facilitators steps to the front to talk about how the individuals and teams have been working in the group with the language (words: the “isms” ; “active” and “passive”) and the tools (sheets; instructions; quadrants) provided. Acknowledge the source of the exercise (I learned from Margarita Mendoza de Sugiyama, of the Governor’s Task Force for Diversity).

The facilitator should point to the newsprint sheets (which have been taped on a wall or board for all to see). Next the facilitator should make an observation pointing out that there are lots of information bits in three quadrants but very few( which is almost always the case) information bits in the lower right quadrants of each sheet. The facilitator should say something like, “As the teams have shown in their presentations, there was not much difficulty coming up with examples of “active race-ism”, or “passive able-ism”, or “active anti-sexism”, or passive “class-ism”. But it looks like there aren’t many examples of any passive “anti-“ “isms.” Give participants time to respond with possible answers. Can we have such a thing? The tools are found to be inadequate. Because we are committed workers, who want to complete the assignment we have been given, we work with the tools we have been given, and we don’t want to leave blank spaces, we want to fill up the squares. Because the tools are inadequate, the items in that square do not belong there, and should be directed somewhere else.

Point out the evidence that we are good workers/ learners, but the tool doesn't work.

## **Part II. ...to "Cisms"**

1. Draw a zero with a line through it in the bottom right hand quadrant (the "passive anti- (any)-ism" square) and say, what belongs here is a circle with a line through it which is a symbol for the null set.
2. Use the definition of a null set (nullus, from: not + any) as a device to talk about the null set as an opening into another way of seeing and doing things, and introduce the concept of seeing a dynamic, ecological perception of diversity at this point.
3. Describe reducing the analytic, using the newsprint sheet itself as the metaphor, making sure to describe the sheet of writing on it as the figurative, the space around the sheet as the ecological. If possible, cut out the zero in the null set and use to demonstrate an opening here . Say, " this opening symbolically leads the way for the analytic to become part of the ecological environment, then, hang sheet up (locate it where at least two sides are hanging in free space.
5. Talk about the writing on it is the literal, and how the expanded ego of the literal brings us to a break or impass in the language that creates an opportunity to move through the null set, out of the analytic, and into another way of seeing.
6. End the module asking participant to spend a few moments journal writing (or doodeling and drawing).

**Intended Outcome:** Participant has experienced incidents where learning to see in wholes took place, nobody is left out, and the capacity to observe differently is demonstrated.

